

Inquiry Questions

1. How have key figures, events and values shaped Australian society, its system of government and citizenship?
2. How did Australian society change throughout the twentieth century?
3. What contribution have significant individuals and groups made to the development of Australian society?

Australian Immigration					
Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>What do these terms mean, and what is the difference between them?</p> <ul style="list-style-type: none"> • Stereotypes • Perspective • Prejudice • Bias • Discrimination <p>Provide examples to support your answers</p>	<p><i>How have these terms influenced the way citizens in Australian society have interacted with each other since before and after European settlement in 1788?</i></p> <p>Explain why you think people have pre-perceived ideas and opinions about someone else's beliefs and circumstances, and how important is it to have a better understanding of someone else's point of view?</p> <p>Investigate an Australian law regarding <i>discrimination</i>.</p> <p><i>How does the law protect citizens against discrimination in Australian society?</i></p> <p>Provide examples to support your thinking.</p>	<p>Interview a new or first-generation migrant to Australia to find out how their past experiences have impacted their life and how they currently live in an Australian community.</p> <p>Include questions that can provide information about:</p> <ol style="list-style-type: none"> 1. <i>Why they emigrated (or fled) from their previous country</i> 2. <i>Explaining the differences or similarities between their previous and current life experiences, such as customs and beliefs</i> 3. <i>How they feel about living in Australian society that has different cultural experiences</i> 4. <i>What contributions and improvements would they like to see happen in their communities in the future?</i> 	<p>Many migrants come to Australia after living in a country where principles regarding the rule of law does not exist or has been suppressed.</p> <p><i>How can their life experiences help support and maintain principles in living under the rule of law in Australian society?</i></p> <p><i>What other ways do migrants positively contribute to Australian society?</i></p>	<p>Research a prominent Australian migrant since 1900 and write a biography about their life.</p> <p>Include information about how their achievements and contributions to Australian society have influenced how we live today.</p> <p>Create a class book about influential Australian migrants.</p>	<p><i>Multiculturalism benefits Australia</i></p> <p>Prepare a class debate about this topic. Make sure your arguments are clearly explained and supported by the following steps:</p> <ul style="list-style-type: none"> • Make a statement • Explain your thinking <p>Provide examples to support your argument</p>

Year 6 ACARA – Humanities and Social Sciences Program Links

Australia in the past and present and its connections with a diverse world

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present.

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Inquiry and Skills

ACHASSI125 *Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines*

- locating key events, ideas, movements and lives in a chronological sequence on timelines and flowcharts

ACHASSI129 *Evaluate evidence to draw conclusions*

- contemplating attitudes and actions of the past that now seem strange and unacceptable and imagining what aspects of current society may be viewed in this way in the future

ACHASSI133 *Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions* using accurate and subject-appropriate terms, for example, historical terms (such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective'), civics and citizenship terms (such as 'Westminster system', 'courts', 'monarchy' and 'three levels of government')

HISTORY Knowledge and Understanding

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance).

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ACHASSK136 *Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated*

- describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and comparing these with those of the communities in which they settled within Australia

Activities to support knowledge and understanding of these topics can be found at:

[Primary Education Resources](#)